

Grades: 9-12

Subjects: U.S. History, English

Time Required: 3 class periods (50-60 minutes each)

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OVERVIEW

This project-based lesson is specifically designed to motivate students and challenge them to examine, analyze and evaluate the causes and consequences of World War I. In this lesson, students will analyze sources related to major events during World War I. In addition, students will be provided with the opportunity to discover the reasons why the United States entered into World War I and summarize the implications this decision had on American society.

UNDERSTANDING GOAL

Students will engage in in-depth inquiry so that they can understand more clearly the causes of World War I, the reasons the United States entered the war in 1917 and the consequences of the war.

OBJECTIVES

The student will

- Identify the long-term causes and immediate circumstances that led to World War I.
- Explain why the United States entered the war.
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine and assess the consequences of World War I.
- Evaluate various explanations for actions or events during World War I, and determine which explanation best accords with textual evidence.



[I want you for U.S. Army : nearest recruiting station / James Montgomery Flagg. \[1917\]](#)

INVESTIGATIVE QUESTIONS

- When American lives were threatened by German aggression, how did Americans react to President Woodrow Wilson's response to this aggression?
- When the United States became involved in World War I, how did it make the world "safe for democracy"?
- How could President Wilson's response to the events of World War I been more timely and appropriate to better protect American interest?

CURRICULUM STANDARDS

Common Core Standards:

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

U.S. History Standards:

US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality. (G, H, P)

US.27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.29 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (H, P)

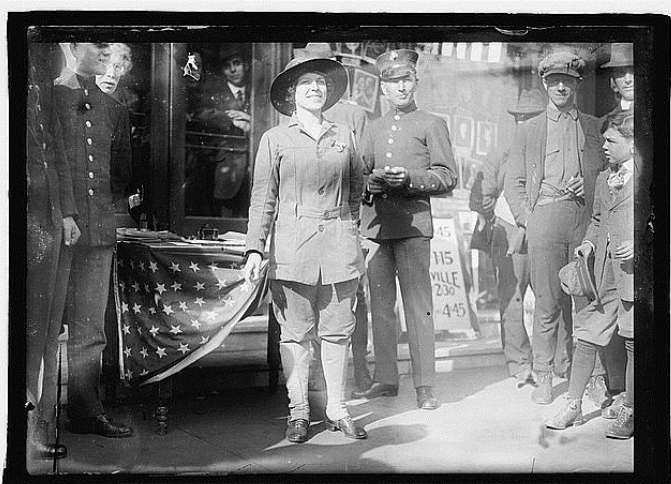
US.30 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)

[Miss Dora Rodrigues recruiting, World War I](#)

[between 1909 and 1940]

MATERIALS AND RESOURCES USED

- [Experiencing War: Stories from the Veterans History Project - World War I The Great War](#)
- ["From the Home Front and the Front Lines"](#)
- [Newspaper Pictorials World War I Rotogravures 1913-1919](#)
- [The Stars and Stripes: The American Soldiers' Newspaper of World War I, 1918-1919](#)
- [World War I Posters](#)
- [Analysis Tool: Prints and Photographs](#)
- [Student Primary Source Analysis Tool](#)
- [Analysis Tool: Primary Sources](#)
- [Animoto World War I Presentation](#)
- [World War I PowerPoint](#)
- [PBS: The Great War and the Shaping of the 20th Century](#)
- Computer lab
- [Historical Events Investigative Worksheet](#)
- [Descriptive Terms and Phrases Worksheet](#)
- [Gallery Walk Student Assessment Worksheet](#)
- Construction paper; glue sticks; scissors-cereal boxes; colored butcher paper; markers; colored pencils; computers; trifold poster board; magazines, flash drives, laptop computers & other electronic devices.



PROCEDURE

Day One

- Step 1 As an entry event, student will view [The United States and World War I Animoto Presentation](#). Students should complete the [Descriptive Terms & Phrases worksheet](#) while viewing the presentation.
- Step 2 Provide students with an opportunity to share their responses with their classmates in a whole group discussion. All students that want to share should be encouraged to share.
- Step 3 Next, students will view [World War I PowerPoint](#), and complete the [Historical Events Investigative Worksheet](#).
- Step 4 Finally, the teacher will provide students with the opportunity to create a brochure displaying the major events of World War I (see page 5 for instructions), or they can create a three dimensional newspaper of the key ideas, people and/or events of World War I (see page 6 for instructions). Students should complete these projects by the third class meeting, and they should be ready to present their finished product to the entire class. Any remaining class time can be used to allow students to start researching their projects.

Day Two

- Step 5 Tell students that they are now going to take on the role of an historical investigator. Their objectives will be to connect with, investigate, and analyze primary sources from the World War I era. While using primary sources in the classroom, teachers should use the [primary source analysis guide](#) to promote engaging meaningful discussions.
- Step 6 Assign students to investigative teams that consist of about 3 - 4 students per team. Have students determine their specific team roles and responsibilities. Students should also appoint a team leader to head the investigation. The teacher should circulate throughout the room to ensure that students stay on task and monitor student progress.
- Step 7 Ask each investigative team to find at least three primary sources such as photographs, letters, journals, and government documents that highlight American propaganda from the World War I . Students should complete a student [Primary Source Analysis Tool](#) for each source they select. To locate their sources, students should use one of the following digital collections:
- [Experiencing War: Stories from the Veterans History Project - World War I The Great War](#)
 - ["From the Home Front and the Front Lines"](#)

PROCEDURE (CONT.)

Day Two

- [*Newspaper Pictorials World War I Rotogravures 1913-1919*](#)
- [*The Stars and Stripes: The American Soldiers' Newspaper of World War I, 1918-1919*](#)
- [*World War I Posters*](#)

If your students do not have access to a computer lab, teachers will need to pre-select sources and print them out.

- Step 8 To conclude the lesson, the lead investigator from each group will share their findings with the class. Students will compare and contrast their different points of view as it relates to the primary sources under investigation.

Day 3

- Step 9 Students will present their projects to the class and engage in a gallery walk and provide other students feedback as it relates to their presentations.

- Step 10 Projects should be displayed “gallery-style” in a way that allows students to disperse themselves around the room. Projects can be hung on walls or placed on tables. Students should be organized into small groups, as they move around the room in an orderly manner. The teacher should allocate a specific amount of time for the evaluations of each of the displayed projects. The most important factor is that the projects are spread far enough apart to reduce significant crowding.

- Step 11 Viewing instructions will depend on the teacher’s goals for the activity; some teachers might want students to take informal notes as they walk around the room. At the same time, if the purpose of the gallery walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the “exhibit,” or compile a list of questions for them to answer based on the projects on display. Sometimes teachers ask students to identify similarities and differences among projects. Teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Also, students can take a gallery walk on their own or with a partner.

- Step 12 Ask students to evaluate the gallery walk activity using the [Student Assessment Worksheet](#).

EVALUATION

Historical Investigation Worksheet	15pts
Descriptive Terms and Phrases Worksheet	10pts
Primary Source Analysis	25pts
Brochure or Newspaper Project	50pts

See grading rubrics on pages 9-11 to assess brochure and newspaper projects.

EXTENSION

Allow students to revise their projects based on teacher and class feedback. Then allow students to set up exhibits in the hallway or library to share with other classes, teachers, administrators, and parents. You might even organize an afterschool event to allow students to show off their work to the community.



[Buy Victory Bonds. Back him up!](#)

[1917]

WORLD WAR I MAJOR EVENTS BROCHURE ACTIVITY

Directions:

The purpose of this assignment is to gain a better understanding of how America was involved in World War I. For this assignment you will create a brochure that explores some of the major events of World War I. You will report on at least four major events. The brochure should be organized on a trifold poster board and address each of the questions below. Include pictures and/or drawings for each of the events that are covered in your presentation.

Possible Events: Propaganda dissemination, the Zimmermann Telegram, the Sinking of *The Lusitania*, the Formation of the League of Nations, President Wilson's 14 Points, the Signing of the Treaty of Versailles, the Selective Service Act etc.

1. Where did this event take place?
2. Was there any specific technology used in this event?
3. What was the outcome of the event?
4. When did this event take place?
5. How did this event affect the outcome of the overall war?
6. Which nations were involved in this event?
7. Why was this event important?
8. Who was involved in this event?

WORLD WAR I NEWSPAPER ACTIVITY

Directions:

Students are to create a 3-dimensional newspaper using an empty cereal box. On the front of the box students are to include at least two stories and an attention-getting headline that address the political, economic, and military aspects of the war. Be sure to include a visual representation of the stories.

In addition, on one side of the box students should include advertisements from the time period, and on the other side students should include an editorial column. On the back of the cereal box students should include at least three stories that cover the social issues of the day taken from the perspective of ordinary Americans. Students can use [Chronicling America](#) to look for examples of newspapers from the time period.

Students should also incorporate the following guidelines into the creation of their newspapers:

- Attention-getting headlines, colorful graphics & pictures
- A strong lead containing 5 W's and H (who, what, when, where, why, and how)
- Quotations (we like to hear what others have to say about the topic of the story)
- True, accurate facts
- A strong summary
- Information presented from most to least important
- Source citations for validity and reliability

Edit your work, checking to see that all required parts (listed above) are included and verifying that you have used the following in your writing style:

- Active voice
- Precise, concise wording
- Interesting and varied word choices
- Unbiased reporting

HISTORICAL EVENTS: INVESTIGATIVE EVENTS

Directions: Studying history is just like investigating a crime scene historians and detectives alike must identify the: Who, What, When, Where, Why, & How.

Principal Investigators Name: _____

Who	
What	
When	
Where	
Why	
How	

DESCRIPTIVE TERMS & PHRASES WORKSHEET

Descriptive Adjectives	Feeling Terms
Thinking Terms	Descriptive Phrases

Investigative Conclusions:

MAKING A BROCHURE: WORLD WAR I MAJOR EVENTS

Teacher Name _____ Student Name: _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Content - Accuracy	All facts in the brochure are accurate.	90-99% of the facts in the brochure are accurate.	80-89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy."	Graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85-94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75-84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.

NEWSPAPER : WORLD CHANGING EVENTS

Teacher Name _____ Student Name: _____

CATEGORY	4	3	2	1
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Articles - Purpose	90-100% of the articles establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	85-89% of the articles establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	75-84% of the articles establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	Less than 75% of the articles establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.
Who, What, When, Where & How	All articles adequately address the 5 W's and 1 H (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's and 1 H (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's and 1 H (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's and 1 H (who, what, when, where, and how).
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 90-100% of the time.	The details in the articles are clear and pertinent 80-89% of the time.	The details in the articles are clear and pertinent 75-79% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.

NEWSPAPER : WORLD CHANGING EVENTS (cont.)

CATEGORY	4	3	2	1
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper
Layout - Columns	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "fairly professional."	Columns are typed. There are adequate "gutters" between most columns and articles. It is easy to read, but looks somewhat nonprofessional.	Columns are not neatly typed and/or "gutters" are not adequate, so newspaper is somewhat difficult to read.

STUDENT ASSESSMENT OF THE GALLERY WALK

1. What did you **like** about the Gallery Walk?

2. What did you **dislike** about the Gallery Walk?

Read each statement and circle the number that best characterizes your own response.

<u>General Observation</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>		
1. The directions for the Gallery Walk were clear. I knew what to do to successfully complete a Gallery Walk.	1	2	3	4	5
2. The topics in the Gallery Walk were interesting to me.	1	2	3	4	5
3. We worked more collaboratively than with usual class discussion techniques.	1	2	3	4	5
4. During the Gallery Walk, all group members participated.	1	2	3	4	5
5. During the Gallery Walk, my group listened respectfully to one another.	1	2	3	4	5
6. I felt I gained a better understanding of the topic if I learned the topic through lecture. Explain your answer	1	2	3	4	5
7. The wording of Gallery Walk questions was clear. If not, which questions needed improvement?	1	2	3	4	5
Question	1	2	3	4	5
8. I felt we had enough time to discuss each topic at learning stations.	1	2	3	4	5
9. The Gallery Walk was easy to use.	1	2	3	4	5
10. The evaluation criteria (how I will be graded) for the Gallery Walk were clear.	1	2	3	4	5
11. My overall experience with the Gallery Walk was satisfactory.	1	2	3	4	5
12. I would like to participate in another Gallery Walk.	1	2	3	4	5